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## ABSTRACT

A study investigated the impact of sex education on current high school students and high school alumni. Studied were the views of current students and alumni, about the achievement of 33 program outcomes, at two high schools (one in the East and the other in the Midwest) identified as having exemplary sex education programs. The Sex Education Program Outcome Inventory examined participant changes in: knowledge, understanding of self, values, interaction skills, fear of sex-related activities, and self esteem. High school students were surveyed in school, and alumni were surveyed by mail. Students and alumni reported knowledge, attitude, and interpersonal gains as a result of their school's sex education program. However, alumni responses at one school, to three outcomes concerned with changes in values and interactions skills, may warrant additional inquiry. It appears that sex education program impact may decrease with time. Further studies might isolate and address involved factors in decreased impact over time. A bibliography and four tables are included. (Author/JM)

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SEX EDUCATION PROGRAM OUTCOMES:  
STUDENT AND ALUMNI PERCEPTIONS

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## ABSTRACT

With the continued need to investigate the impact of sex education on secondary students and the importance of monitoring long term program impact; the present study was conducted to compare reported views of current students and alumni, to the achievement of 33 program outcomes, at two high schools identified as having exemplary sex education programs.

Sex Education Program Outcome Inventories were developed and piloted for reliability. Inventories examined participant changes in; knowledge, understanding of self, values, interaction skills, fear of sex related activities, and self esteem. Students were surveyed in school while alumni were surveyed through the mail.

Students and alumni reported knowledge, attitude, and interpersonal skill gains as a result of their schools' sex education program. However, alumni responses, at one school, to three outcomes concerned with changes in values and interaction skills are worthy of additional inquiry.

It appears that program impact may decrease with time. Isolating and addressing involved factors may be necessary. Efforts of this nature would assist program planners and educators in strengthening curriculums and course activities so the overall impact of a sex education program may be enhanced.

## Introduction

Bruess and Greenberg<sup>1</sup> indicate that without evaluation it is impossible to continually improve a sex education program. Unless evaluation becomes an integral part of the educational process, sex educators will never really know whether the instruction they provide is effective in achieving program goals. Sex educators need to know what they are doing and come reasonably close to demonstrating what is accomplished as a result of their programs.<sup>2</sup>

To this end a national study of sex education was conducted for the Bureau of Health Education, Center for Disease Control (CDC).<sup>3</sup> The CDC study was designed to improve the instruction and evaluation of sex education in America. To accomplish this task the study's authors reviewed the literature on sex education; identified important program goals, features, and outcomes; critiqued previous methods of evaluating programs; and developed new instruments for sex education evaluation.

A systematic analysis of sex education and sex education programs was provided by the CDC study. Two principal goals were identified for sex education; the reduction of unplanned adolescent pregnancies and the facilitation of a positive and fulfilling sexuality. With respect to sex education programs, the study also identified 20 secondary school programs in this country considered to be exemplary in nature.

The CDC study provided the impetus to address two major issues in sex education program research. The first being the inability to generalize sex education research to secondary school students and the second being a lack of research evaluating the long term impact of programs.

Previous evaluation efforts in sex education have utilized samples primarily consisting of college students, educators, counselors, and medical or nursing school students.<sup>4,5</sup> Even with this limitation, a body of literature does exist which collectively demonstrates the potential impact of sex education programs

on secondary students.<sup>6-15</sup>

Students' perceptions of program outcomes are important in developing sex education curriculums and assessing their efficacy.<sup>16-18</sup> Students input into their schools sex education program are often solicited while they are still attending school. Ideally the achievement of sex education outcomes should be both immediate and long term. Sex education programs whose effects wain soon after students complete a program or graduate may be falling short of their mission. As critical an issue as this is, the failure to examine the long term impact of programs has been cited as the greatest methodological deficiency in previous sex education research.<sup>3,19</sup>

Given the continued need to examine the impact of sex education programs on secondary school populations and the importance of identifying the long term effects of sex education, the present study was conducted to compare reported views of current students and alumni, with respect to the achievement of program outcomes, at an Eastern and Midwestern high school identified as having exemplary sex education programs.

### Methods

In order to assess the views of each population, Sex Education Program Outcome Inventories were developed. Each inventory examined 33 program outcomes considered important in sex education and consisted of participant changes in: knowledge, understanding of self, values, interaction skills, fear of sex related activities, and self esteem.<sup>3</sup>

A Likert scale was used for responding to the achievement of each outcome with categories ranging from "Strongly Agree" to "Don't Know."

Face validity of each inventory was assessed by a review panel. Thirty undergraduate students from a Midwestern university, enrolled in a general health education course, were used in assessing reliability of the alumni version.

Reliability of the student version was assessed with 30 high school students from a West coast high school, also identified in the CDC study, who had just

completed a sex education program. Cronbach's alpha for the alumni version was .91 while the student version was .88.

A 20 percent (N=135) random sample of the Eastern school's graduates from 1979 was taken. Inventories, a letter from the administration supporting the research project, and a 20¢ discount coupon from a national soft drink manufacturer were sent via the mail with one follow-up, and generated a 27 percent response rate. In addition, five senior classes were selected (N=100) to serve as the student population. Due to different years in which students and alumni indicated they completed the sex education program, t-tests were conducted for each inventory outcome. The tests failed to reveal any significant difference between the responses of each group. As a result students were combined to form one group as were alumni.

At the Midwest school all alumni who completed the school's sex education program (N=136) during 1978 and 1979 were contacted using the same procedures employed with the Eastern alumni, and a 46 percent response rate was achieved. Permission to survey intact classes could not be granted by the administration. It was therefore necessary to have students, who completed the sex education program the previous semester (N=80), complete the inventory in the school's health education office. Forty-six students (58 percent) completed the inventories.

As with the Eastern sample, tests of significance were conducted to determine if differences existed between the responses of alumni who completed their sex education program in 1978 or 1979. No significant differences emerged and the alumni were combined to form one group.

### Results

Demographic profiles of each sample are presented in Table 1.

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Insert Table 1 about here

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Responses to the viewed achievement of each outcome from students and alumni, at each school, are presented in Table 2 with changes in knowledge reflected in inventory outcomes 1 thru 12.

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Insert Table 2 about here

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As a result of their schools' sex education program the majority of Midwest students and alumni strongly agreed to gaining a greater understanding of seven outcomes concerned with knowledge. Additionally, over 40 percent of each sample indicated agree responses to knowledge gains for five outcomes. Strongly agree responses, from the majority in each sample, included greater understanding of: "emotional needs of adolescents," "effectiveness of various birth control methods," and "problems associated with adolescent parenthood."

The majority of Eastern students and alumni agreed that they had gained greater understandings for each of the 12 topics. A strongly agree response from 46.7 percent of students was reported for the outcome greater understanding of: "effectiveness of various birth control methods."

Inventory outcomes 13 thru 16 reflect changes in understanding of self. An equal number of Midwest students (47.8) and alumni (44.8) indicated both strongly agree and agree responses to having gained a greater understanding of the "positive role of sexuality in one's life." Strongly agree responses were also reported by half of the student sample to now possessing greater understandings of their "own emotional needs" and "own sexual feelings." Additionally, over 53 percent of alumni indicated agree responses to each of the remaining outcomes concerned with self understanding.

The majority of Eastern students reported agree responses for each outcome in the area of self understanding. While alumni responded in a similar fashion, with agree responses to three outcomes, 50 percent did indicate that they have not gained a greater understanding of their "own long range life goals" as a

result of their sex education program.

Changes in values are reflected in inventory outcomes 17 thru 23. Agree responses to having gained both greater understandings of, and greater abilities to, were reported from the majority of each Eastern sample. While agree responses were also indicated from the majority of Midwest alumni for each outcome, strongly agree responses were reported by students to several outcomes including: greater understandings of "being responsible for own behavior," "accepting own set of rules to guide own behavior," and greater abilities to "form own sex role standards" and "accept own set of rules to guide own behavior."

Changes in interaction skills are reflected in inventory outcomes 24 thru 31 and deal with such skills as decision making, communication, discussion of sexual issues, contraceptive use, and non-sexual involvement. Students at the Eastern school, as a majority, reported agree responses to gaining greater abilities in each outcome. While alumni also reported agree responses to six outcomes, 50 percent disagreed to having gained greater abilities to "make decisions" and "communicate their feelings verbally" as a result of their schools' sex education program.

The majority of Midwest students and alumni strongly agreed or agreed with achieved changes in interaction skills. Strongly agree responses were reported by 62.2 and 65.2 percent of the students to the outcomes greater abilities "to express desire to use birth control in order to avoid an unplanned pregnancy" and "to express desire not to be involved sexually if you don't wish to be."

Changes in fear of sex related activities and changes in self esteem as a result of sex education are reflected in inventory outcomes 32 and 33. At the Eastern school students and alumni, as a majority, indicated agree responses to having gained greater abilities in each of the two outcomes. The majority of Midwest students and alumni also agreed with the self esteem outcome, while half of the student sample reported a strongly agree response to having gained a greater ability to "feel comfortable with own bodily function."

To test for significant differences between the responses of students and alumni at each school, analysis of variance was conducted. The test failed to reveal any significant differences between the reported responses. It was concluded that significant differences did not exist between the views of each sample with respect to the degree of achievement for each program outcome, and the effects of each schools' sex education program was stable over time.

### Discussion

Clearly all social research is a compromise between the real and the ideal with the present study being no exception. Administrative policies within each school necessitated varied alumni and student sampling procedures. While the generalizability of alumni responses may be questioned, due to the number of returns, numerous techniques to improve response rates in mail surveying were incorporated into this study's design.<sup>20</sup> Given the nature of the investigated subject matter and characteristics of the respondents, which may effect responding to such a survey, the alumni response rates are considered to be within an acceptable range. Thus the results of this study are at best reflective of the investigated schools and at least reflective of the respondents themselves.

Overall students and alumni reported knowledge, attitude, and interpersonal skills gains as a result of their schools' sex education program. There were no significant differences in the views of students when compared to alumni regarding the efficacy of each schools program.

However the responses from Eastern alumni to several program outcomes warrant further discussion. Fifty percent reported not possessing a greater understanding of their "long range life goals" as a result of their sex education, when 43 percent of the students agreed to such a gain. It is possible that while students reported a gain the strength of the outcomes achievement may decrease as a student matures, graduates, and enters post secondary school experiences.

This decrease may be a function of varied teaching approaches emphasizing the outcome or the outcome may be unrealistic when considering the amount of personal and social changes a student may experience following graduation. In any case if the outcome is of importance for sex education, additional investigation into those factors which will contribute to the outcomes continued achievement need to be examined and incorporated into a curriculum.

Half of the eastern alumni also reported that they have not gained greater abilities "to make decisions" and "communicate their feelings verbally." Again possible explanations for this could be varied methods of instruction, outcome emphasis, or a decrease in accumulated gains over time.

Decision making skills are an important outcome of sex education programs. Indeed the goals of reducing unplanned adolescent pregnancies and facilitating a positive and fulfilling sexuality are dependent upon one's decision making skills. It is for this reason that further research in this area examine the most effective means of sustaining the long term effects of sex education on decision making skills.

The skill of verbally communicating one's feelings is also important to sex education. Verbally communicating one's feelings may assist individuals resist peer pressure for undesired or premature sexual activity. Furthermore interpersonal relationships are strengthened by the quality and quantity of communication experienced. This is an essential skill for achieving a fulfilling sexuality and thus deserves a closer examination in future research.

In terms of achieving the principal goals identified by the CDC study, it may be necessary to reinforce interaction skills at various grade levels within a school's total curriculum. The attempt would be supplementing student competencies so as to increase the continued impact of interaction skills over time.

Finally there is a need to isolate and address those factors which are affecting the long term outcomes of sex education. Efforts of this nature would assist program planners and educators strengthen curriculums and course activities

so the overall impact of sex education programs may be enhanced. In this way sex educators can come reasonably close to describing the ultimate effects of their programs.

As evidenced by the Center for Disease Control study, there are essential features of a secondary sex education program. Given this structure, which includes topics for discussion, enthusiastic and supportive personnel, and the integration of materials into other courses, it is possible to enhance the sexuality of adolescents and young adults, in terms of their cognitive, affective, and interpersonal skills.

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TABLE 1  
DEMOGRAPHIC PROFILES

| Eastern High School |               | Midwestern High School |               |      |
|---------------------|---------------|------------------------|---------------|------|
| Students (N=92)     | Alumni (N=28) | Students (N=46)        | Alumni (N=39) |      |
| MEAN AGE            | 17.4          | 20.2                   | 16.1          | 19.3 |
| SEX (%)             |               |                        |               |      |
| Male                | 59            | 36                     | 33            | 34   |
| Female              | 41            | 61                     | 67            | 64   |
| RACE (%)            |               |                        |               |      |
| Caucasian           | 98            | 93                     | 89            | 91   |
| Black               | --            | --                     | 4             | 3    |
| Other               | 2             | 7                      | 7             | 7    |
| RELIGION (%)        |               |                        |               |      |
| Protestant          | 9             | 21                     | 37            | 56   |
| Catholic            | 47            | 32                     | 22            | 27   |
| Jewish              | 35            | 25                     | --            | --   |
| Other               | 6             | 4                      | 26            | 10   |
| No Affiliation      | 3             | 18                     | 11            | 5    |
| CURRENT GRADE (%)   |               |                        |               |      |
| Students Only       |               |                        |               |      |
| 9                   | --            |                        | 44            |      |
| 10                  | 2             |                        | 4             |      |
| 11                  | 5             |                        | 30            |      |
| 12                  | 93            |                        | 22            |      |
| MARITAL STATUS (%)  |               |                        |               |      |
| Single              | 100           | 100                    | 100           | 76   |
| Married             |               |                        |               | 24   |

\*Due to missing data some percentages will not equal 100

\*Due to missing data some percentages will not equal 100

TABLE 2

## RESPONSES TO ACHIEVEMENT OF SEX EDUCATION OUTCOMES

## EASTERN HIGH SCHOOL

## MIDWESTERN HIGH SCHOOL

| KNOWLEDGE                                             | STUDENT (N=92) |      |      |      |      |  | ALUMNI (N=28) |      |      |     |      |  | STUDENT (N=46) |      |     |     |      |  | ALUMNI (N=59) |      |      |     |      |  |
|-------------------------------------------------------|----------------|------|------|------|------|--|---------------|------|------|-----|------|--|----------------|------|-----|-----|------|--|---------------|------|------|-----|------|--|
|                                                       | SA             | A    | D    | SD   | DK   |  | SA            | A    | D    | SD  | DK   |  | SA             | A    | D   | SD  | DK   |  | SA            | A    | D    | SD  | DK   |  |
| Greater Understanding of:                             |                |      |      |      |      |  |               |      |      |     |      |  |                |      |     |     |      |  |               |      |      |     |      |  |
| 1. Physical changes during adolescence                | 14.4           | 54.4 | 28.9 | 1.1  | 1.1  |  | 10.7          | 75.  | 14.3 | --  | --   |  | 43.5           | 52.2 | 2.2 | --  | 2.2  |  | 39.7          | 56.9 | 1.7  | --  | 1.7  |  |
| 2. Human Reproduction                                 | 20.0           | 57.8 | 21.1 | 1.1  | --   |  | 17.9          | 71.4 | 10.7 | --  | --   |  | 58.7           | 37.  | 2.2 | --  | 2.2  |  | 51.7          | 46.6 | 1.7  | --  | --   |  |
| 3. Emotional needs of adolescents                     | 16.7           | 61.1 | 21.1 | --   | 1.1  |  | 7.4           | 59.3 | 18.5 | 3.7 | 11.1 |  | 51.1           | 46.7 | --  | --  | 2.2  |  | 48.3          | 48.3 | --   | --  | 3.4  |  |
| 4. Social needs of adolescents                        | 15.6           | 64.4 | 15.6 | --   | 4.4  |  | 10.7          | 67.9 | 10.7 | 3.6 | 7.1  |  | 53.3           | 37.8 | 4.4 | --  | 4.4  |  | 44.8          | 50.  | 1.7  | --  | 3.4  |  |
| 5. Emotional changes during adolescence.              | 15.9           | 62.5 | 18.2 | --   | 3.4  |  | 17.9          | 57.1 | 17.9 | 3.6 | 3.6  |  | 59.1           | 34.1 | 2.3 | --  | 4.5  |  | 53.4          | 43.1 | 1.7  | --  | 1.7  |  |
| 6. Social changes during adolescence                  | 13.6           | 64.8 | 14.8 | 2.3  | 4.5  |  | 14.3          | 78.6 | 3.6  | 3.6 | --   |  | 48.9           | 44.4 | --  | --  | 6.7  |  | 44.8          | 50.  | 1.7  | --  | 3.4  |  |
| 7. Abstinence as an alternative to sexual intercourse | 7.8            | 41.1 | 25.6 | 10.1 | 15.6 |  | 3.6           | 46.4 | 35.7 | 7.1 | 7.1  |  | 32.6           | 44.2 | 7.0 | 2.3 | 14.0 |  | 21.4          | 57.1 | 8.9  | --  | 12.5 |  |
| 8. Effectiveness of various birth control method      | 46.7           | 54.4 | 5.6  | 3.3  | --   |  | 39.3          | 57.1 | 3.6  | --  | --   |  | 58.7           | 37.0 | --  | --  | 4.3  |  | 63.2          | 31.6 | 3.5  | --  | 1.8  |  |
| 9. Probability of becoming pregnant                   | 35.2           | 58.  | 4.5  | 2.3  | --   |  | 14.3          | 64.3 | 14.3 | --  | 7.1  |  | 60.9           | 30.4 | 2.2 | --  | 6.5  |  | 55.2          | 36.2 | 5.2  | --  | 3.4  |  |
| 10. Problems associated with adolescent parenthood    | 25.8           | 61.8 | 10.1 | --   | 2.2  |  | 32.1          | 46.4 | 21.4 | --  | --   |  | 66.7           | 26.7 | --  | --  | 6.7  |  | 63.8          | 36.2 | --   | --  | --   |  |
| 11. Sexually transmitted diseases                     | 25.6           | 67.8 | 3.3  | 1.1  | 2.2  |  | 25.           | 64.3 | 7.1  | --  | 3.6  |  | 58.7           | 34.8 | 2.2 | --  | 4.3  |  | 67.2          | 31.0 | 1.7  | --  | --   |  |
| 12. Common myths concerning sexuality                 | 16.7           | 63.3 | 17.8 | 1.1  | 1.1  |  | 25.           | 53.6 | 10.7 | 3.6 | 7.1  |  | 52.2           | 41.3 | --  | --  | 6.5  |  | 43.1          | 51.7 | 3.4  | --  | 1.7  |  |
| UNDERSTANDING OF SELF                                 |                |      |      |      |      |  |               |      |      |     |      |  |                |      |     |     |      |  |               |      |      |     |      |  |
| Greater Understanding of:                             |                |      |      |      |      |  |               |      |      |     |      |  |                |      |     |     |      |  |               |      |      |     |      |  |
| 13. Positive role of sexuality in one's life          | 14.4           | 64.4 | 15.6 | 3.3  | 2.2  |  | 14.3          | 53.6 | 14.3 | 3.6 | 14.3 |  | 47.8           | 47.8 | 2.2 | --  | 2.2  |  | 44.8          | 44.8 | 5.2  | --  | 5.2  |  |
| 14. Own long-range life goals                         | 11.2           | 42.7 | 29.2 | 4.5  | 12.4 |  | 10.7          | 21.4 | 50.  | 7.1 | 10.7 |  | 32.6           | 54.3 | 6.5 | --  | 6.5  |  | 24.1          | 55.2 | 10.3 | 1.7 | 8.6  |  |
| 15. Own emotional needs                               | 12.4           | 58.4 | 23.6 | 3.4  | 2.2  |  | 7.1           | 53.6 | 32.1 | 3.6 | 3.6  |  | 50.            | 43.5 | 4.3 | 2.2 | --   |  | 31.           | 53.4 | 8.6  | --  | 6.9  |  |
| 16. Own sexual feelings                               | 17.8           | 52.2 | 24.4 | 2.2  | 3.3  |  | 3.6           | 57.1 | 25   | 3.6 | 10.7 |  | 30.            | 39.1 | 6.5 | --  | 4.3  |  | 31.           | 67.2 | 1.7  | --  | --   |  |

TABLE 2 CONTINUED

| VALUES                                                                                | EASTERN HIGH SCHOOL |      |      |     |     |               |      |      |     |      | MIDWESTERN HIGH SCHOOL |      |     |     |     |               |      |      |     |     |
|---------------------------------------------------------------------------------------|---------------------|------|------|-----|-----|---------------|------|------|-----|------|------------------------|------|-----|-----|-----|---------------|------|------|-----|-----|
|                                                                                       | STUDENT (N=92)      |      |      |     |     | ALUMNI (N=28) |      |      |     |      | STUDENT (N=48)         |      |     |     |     | ALUMNI (N=59) |      |      |     |     |
|                                                                                       | SA                  | A    | D    | SD  | DK  | SA            | A    | D    | SD  | DK   | SA                     | A    | D   | SD  | DK  | SA            | A    | D    | SD  | DK  |
| Greater Understanding of:                                                             |                     |      |      |     |     |               |      |      |     |      |                        |      |     |     |     |               |      |      |     |     |
| 17. Being responsible for own behavior                                                | 22.2                | 60.  | 12.2 | 2.2 | 3.3 | 17.9          | 67.9 | 10.7 | --  | 3.6  | 58.7                   | 34.8 | 6.5 | --  | --  | 43.1          | 53.4 | 1.7  | --  | 1.7 |
| 18. Accepting own body variations                                                     | 11.1                | 56.7 | 25.6 | 2.2 | 4.4 | 10.7          | 75.  | 14.3 | --  | --   | 48.7                   | 41.3 | 8.7 | 2.2 | --  | 36.2          | 60.3 | --   | --  | 3.4 |
| 19. Accepting own set of rules to guide own behavior                                  | 14.4                | 65.6 | 14.4 | 2.2 | 3.3 | 17.9          | 57.1 | 14.3 | 3.6 | 7.1  | 54.3                   | 37.0 | 4.3 | --  | 4.3 | 43.1          | 53.4 | --   | --  | 3.4 |
| Greater Ability to:                                                                   |                     |      |      |     |     |               |      |      |     |      |                        |      |     |     |     |               |      |      |     |     |
| 20. Form own sex role standards                                                       | 23.6                | 56.2 | 15.7 | 1.1 | 3.4 | --            | 64.3 | 21.4 | 7.1 | 7.1  | 47.8                   | 45.7 | 2.2 | --  | 4.3 | 43.1          | 46.6 | 3.4  | --  | 6.9 |
| 21. Be responsible for own behavior                                                   | 24.7                | 58.4 | 14.6 | --  | 2.2 | 7.1           | 75.  | 14.3 | 3.6 | --   | 47.8                   | 50.  | 2.2 | --  | --  | 37.9          | 56.9 | --   | --  | 5.2 |
| 22. Accept own body variations                                                        | 12.4                | 59.6 | 22.5 | 2.2 | 3.4 | 3.6           | 78.6 | 14.3 | 3.6 | --   | 39.1                   | 54.3 | 4.3 | --  | 2.2 | 29.3          | 67.2 | 1.7  | --  | 1.7 |
| 23. Accept own set of rules to guide own behavior                                     | 22.5                | 57.3 | 12.4 | 2.2 | 5.6 | 7.1           | 71.4 | 10.7 | 3.6 | 7.1  | 47.8                   | 47.8 | 4.3 | --  | --  | 43.1          | 55.2 | 1.7  | --  | --  |
| INTERACTION SKILLS                                                                    |                     |      |      |     |     |               |      |      |     |      |                        |      |     |     |     |               |      |      |     |     |
| Greater Ability to:                                                                   |                     |      |      |     |     |               |      |      |     |      |                        |      |     |     |     |               |      |      |     |     |
| 24. Make decisions                                                                    | 11.1                | 42.2 | 34.4 | 4.4 | 7.8 | --            | 35.7 | 50.  | 7.1 | 7.1  | 31.1                   | 62.2 | 4.4 | --  | 2.2 | 20.7          | 63.8 | 8.6  | --  | 6.9 |
| 25. Communicate feelings verbally                                                     | 12.2                | 45.6 | 34.4 | 3.3 | 4.4 | 3.6           | 35.7 | 50.  | 7.1 | 3.6  | 37.                    | 52.2 | 6.5 | --  | 4.3 | 15.5          | 65.5 | 12.1 | --  | 6.9 |
| 26. Discuss sexual behavior with a potential partner                                  | 16.7                | 54.4 | 21.1 | 2.2 | 5.6 | 7.1           | 60.7 | 17.9 | 7.1 | 7.1  | 36.4                   | 50.  | 4.5 | 2.3 | 6.8 | 31.           | 53.4 | 10.3 | --  | 5.2 |
| 27. Express your desire to use birth control in order to avoid an unplanned pregnancy | 34.8                | 50.6 | 11.2 | 1.1 | 2.2 | 21.4          | 67.9 | 7.1  | 3.6 | --   | 62.2                   | 28.9 | --  | --  | 8.9 | 48.3          | 43.1 | 5.2  | --  | 3.4 |
| 28. Express desire not to be involved sexually if you don't wish to be                | 27.                 | 44.9 | 20.2 | 2.2 | 5.6 | 3.6           | 60.7 | 17.9 | 7.1 | 10.7 | 65.2                   | 28.3 | 2.2 | --  | 4.3 | 44.8          | 55.2 | --   | --  | --  |
| 29. Resolve conflicts that may exist between you and another person                   | 15.7                | 43.8 | 33.7 | --  | 6.7 | --            | 57.1 | 32.1 | 3.6 | 7.1  | 28.3                   | 58.7 | 6.5 | 2.2 | 4.3 | 29.3          | 58.6 | 5.2  | 1.7 | 5.2 |

TABLE 2 CONTINUED

## EASTERN HIGH SCHOOL

## MIDWESTERN HIGH SCHOOL

|                                                                 | STUDENT (N=92) |      |      |     |     | ALUMNI (N=28) |      |      |     |     | STUDENT (N=46) |      |     |    |      | ALUMNI (N=59) |      |     |     |     |
|-----------------------------------------------------------------|----------------|------|------|-----|-----|---------------|------|------|-----|-----|----------------|------|-----|----|------|---------------|------|-----|-----|-----|
|                                                                 | SA             | A    | D    | SD  | DK  | SA            | A    | D    | SD  | DK  | SA             | A    | D   | SD | DK   | SA            | A    | D   | SD  | DK  |
| 30. Respect the individual dignity of each person               | 21.6           | 47.7 | 26.1 | --  | 4.5 | --            | 82.1 | 14.3 | 3.6 | --  | 39.1           | 60.9 | --  | -- | --   | 41.4          | 55.2 | 3.4 | --  | --  |
| 31. Feel comfortable when discussing sexual issues with friends | 18.            | 49.4 | 24.7 | 4.5 | 3.4 | 7.1           | 67.9 | 14.3 | 7.1 | 3.6 | 32.6           | 50.  | 6.5 | -- | 10.9 | 41.4          | 51.7 | 5.2 | --  | 1.7 |
| FEAR OF SEX RELATED ACTIVITIES                                  |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| Greater Ability to:                                             |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| 32. Feel comfortable with own bodily functions                  | 15.7           | 53.9 | 24.7 | 1.1 | 4.5 | 7.1           | 82.1 | 3.6  | 3.6 | 3.6 | 50.            | 45.7 | 2.2 | -- | 2.2  | 36.2          | 62.1 | 1.7 | --  | --  |
| SELF ESTEEM                                                     |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| Greater Ability to:                                             |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| 33. Be satisfied with who you are                               | 23.6           | 52.8 | 19.1 | --  | 4.5 | 7.1           | 57.1 | 28.6 | 3.6 | 3.6 | 43.5           | 45.7 | 6.5 | -- | 4.3  | 29.3          | 62.1 | 5.2 | 1.7 | 1.7 |
| NOTE: SA = Strongly Agree                                       |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| A = Agree                                                       |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| D = Disagree                                                    |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| SD = Strongly Disagree                                          |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| DK = Don't Know                                                 |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |
| Due to rounding, percentages may not equal 100.                 |                |      |      |     |     |               |      |      |     |     |                |      |     |    |      |               |      |     |     |     |